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Training : what is training, identifying the need for training, methods of training, and how can trainings effectiveness be evaluated?

Abstract

This review involves aspects and elements of preparing effective training programs. In this review the researcher addresses the design and development stages of training programs. This review will provide valuable information for practitioners in the field of training and staff development. Definitions, needs assessment methods, evaluating effectiveness, methods of conducting evaluations, and building a rationale for training programs are the areas covered by this review.

This review is written in the perspective for novice trainers and staff developers. The information provided can assist novice trainers build a knowledge base to enhance their ability to provide effective training. This review is written by a graduate student in the field of Performance & Training Technology. The researcher believes knowledge is power. Trainers and staff developers have the power to change or enhance human performance on the job. However, the power of training programs can only be successful if the training practitioner is empowered with knowledge.

Training: What is training, identifying the need for training, methods of training,
and how can trainings effectiveness be Evaluated?

A Graduate Review
Submitted to the
Division of Performance & Training Technology
In Partial Fulfillment
Of The Requirements for the Degree
Masters of Arts
UNIVERSITY OF NORTHERN IOWA

By
Michael Johnson Jr.
April 20, 2003

This Review by: Michael Johnson Jr.

Titled: Training: What is training, identifying the need for training, methods of training,
and how can trainings effectiveness be Evaluated?

Has been approved as meeting the research requirement for the
Degree of Masters of Arts.

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ABSTRACT

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TABLE OF CONTENTS

	PAGE
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
INTRODUCTION.....	1
METHODOLOGY.....	2
ANALYSIS AND DISCUSSION.....	3
TYPES OF TRAINING.....	4
IDENTIFYING THE NEED FOR TRAINING.....	9
METHODS AND TYPES OF NEEDS ASSESSMENTS.....	11
HOW TO EVALUATE TRAINING.....	17
METHODS OF EVALUATING TRAINING.....	18
DEVELOPING A RATIONALE FOR TRAINING.....	21
CONCLUSION AND RECOMMENDATIONS.....	25
REFERENCES.....	28

Introduction

In today's world there is an evolution in the area of training. Companies, schools, and various areas are changing the structure of their operations. This movement has led to a revised view on the need for training. According to Blanchard and Thacker (1999) training enables companies to adapt to changing conditions and become more effective in the marketplace. Training provides employees with the opportunity to learn how to perform more effectively and prepare employees for any changes in their job description (Blanchard & Thacker 1999).

This review will provide a new trainer information that can be helpful in understanding the science of effectively training individuals. Colleges and universities are graduating individuals to enter the job markets as trainers every year. The problem is most novice trainers are ill prepared. Training is more than theory and simulated practice. In order for an individual to become an effective trainer, he/she must have an understanding of and respect for training. Beginning trainers should read and become knowledgeable with the different methods of conducting training. Beginning trainers should apply the methods and their acquired knowledge in everyday training settings.

In this paper the author will provide an overview of training, discuss various methods of training, describe how to evaluate the effectiveness of training, list how to build the training credibility, and document methods for evaluating the effectiveness of training. This review is based on the readings and research conducted by this researcher.

Methodology

According to Champion (1997) methodology is defined as a system of explicit rules and procedures on which research is based and against which claims for knowledge are evaluated. The method used in this writing was content analysis. Content analysis is a method that is applied to any form of communication according to Babbie, (1998). The author further explains that these artifacts are books, magazines, poems, newspapers, songs, paintings, speeches, letters, laws and constitutions. This analysis usually deals with books and professional literature that can be found in a library. Several books and journal articles were located in the Rod Library at the University of Northern Iowa.

After the selection of the books from the electronic card catalog, the books were divided into section areas for further review. This form of research was used to identify sources that could be used in this research paper. In the search, the researcher used the following keywords (descriptors) to conduct the search for sources: training, evaluating training, developing training, what is training, effective training, corporate training, training in America, types of training, and effectively evaluating training.

The process used to evaluate the information found during the search was reading through the books and journals to identify items valuable to the aim of this literature review. Once a source was found to be sufficient to use in this project, the book was checked out and articles were retrieved in full text for further evaluation and analyses in order to select information that would be presented in this literature review. The questions asked and addressed in this research are: What is training? How do you identify the need for training? What are some methods of training? How do you evaluate the effectiveness of training?

Analysis and Discussion

The first thing a person interested in becoming a trainer should ask themselves is what is training? Training is an opportunity for learning, but what is learned depends on many factors: the design and implementation of the training itself, the characteristics of the trainees, and the learning climate of the organization (Blanchard & Thacker 1999). According to Nilson (1990) training is one major approach to helping people control and manage change. Nilson also thought that training is designed to lead the trainee to master new knowledge, attitudes, and skills. Training gives individuals' confidence to cope with change. Further Nilson believes training is a way of organizing information and experience so an employee can behave differently on the job and in the company's benefit. Margolis and Bell (1989) stated that training is presumed to improve the attendee's work performance in some ways, thus enhancing the potential for better work results and higher productivity. One way for individuals to acquire skills and knowledge to perform competently at the desired standard is through training (Margolis & Bell, 1989). They also concluded that training improves competence, which enhances performance, which improves organizational results and success. Nadler (1970) defined training as a focus on equipping recipients with the competence needed to do their present job. Training is work or task-based and it deals with a short time frame geared to mastery or a specific task. Smith and Delahaye (1987) describe training as being the result of change and sometimes the cause of it. They refer to training as being responsible for helping someone to master skills of a new job (1987). Gunter refers to adult training as collaboration among teachers and students. Gunter (1996) believes successful training requires an open and interactive environment. According to Odiorne, (1970) training presumes that training should change

the behavior of employees on the job. Osborne (1996) further explains that training is a planned process, which modifies attitudes, knowledge, skills, and behaviors through learning experiences that achieve effective performance in an activity or range of activities. Odiorne and Rummler, (1988) stated that training and development aims squarely at producing a change in the behavior of its members. Nilson, (1990) stated training is required when individuals lack the specific skills or knowledge necessary to perform their jobs well.

There are many definitions of training. Training has been viewed differently by each of the above mentioned scholars in the field of training. It is important to understand that training reflects the style of the trainer and is defined by the organization in which it is intended. Training should be goal-oriented and based on objectives that help move trainees forward in their job performance.

Types of Training

Tracey (1992) identified several types of formal training programs. Entry level or threshold training includes induction, orientation, and job skills required for initial performance. Remedial training includes any type of instruction formal or informal and is designed to correct observed deficiencies in employee knowledge, skills or attitudes. Upgrading or advanced training is designed to improve, enlarge, increase, or update job skills and knowledge. Retraining is designed to equip employees with new knowledge to replace old or obsolete skills, according to Tracey (1992). Cross training is designed to help multi-skilled workers and people who can adapt to changes in job requirements and advancing technology.

Cross training is done to make companies more competitive, increase productivity, promote stability, respond more rapidly to change and avoid layoffs.

Nilson (1992) identifies cross training as supervised on-the-job training that capitalizes on the proven idea that adults learn well from experience and from each other. Cross training, according to Nilson, takes place in the job situations of a co-worker, usually in a different but related job for a temporary period of time for the express purpose of learning the essentials of the different job. Cross training should, according to Nilson, be used when trainers believe the immersion approach is the one that will pay off and be more effective, (1992). According to Nilson, cross training is multiskilled in its focus and is a good choice when you want the trainee to observe and receive training in a hands-on, reality-based fashion (1992). Cross training will provide training very similar to real on-the-job training outside of the actual work environment.

Re-entry training is designed to help employees who for one reason or another have been out of the workforce and need refresher training to help them perform the duties of their job (Tracey, 1992). General requirements for re-entry training function through personnel, materials, and activities. The elements, according to Tracey are: objectives, content, patterns of instructor and trainee organization, learning materials, equipment (1992). Orientation and induction training involve training; to provide complete and uniform coverage of essential information about the organization, its mission, and its policies; to promote safe work habits and desirable employee-management relations; to develop loyal, effective and productive workers; and to reduce the likelihood of rule violations, discharges, resignations, and grievances (Tracey, 1992). Skills and technical training are provided to compensate for deficiencies in the

knowledge and skills of entry level employees, remedy employee performance deficiencies due to inadequate skills or knowledge, or upgrade or retain employees as required by the introduction of new systems, equipment, re-tooling, process procedures, techniques, or products (Tracey, 1992).

Data processing or computer-related training, according to Tracey refers to training being provided for employees at all levels to ensure optimum and effective use of data processing facilities and services. Training is designed to allay anxieties about automation, improve manager and user attitudes and satisfaction with services, and teach employees how to communicate with computers and computer personnel (1992). Sales and dealer training is tailored to meet the needs of both the enterprise and the trainees. The instructors in this type of training have been trained in the psychology of sales and coaching and have had successful experience in selling the product or service (1992). Communication training is provided to improve the skills of employees at all levels of the organization in generating, transmitting, and receiving information. It encompasses training personnel to read, listen, write, and speak to avoid misunderstanding and to get desired responses or action (Tracey, 1992).

According to Odenwald (1993) global training means reaching commonly defined goals with people from cultures other than one's own while treating the other's culture with deep integrity. Global training facilitates the transfer of knowledge or skills so it can be used appropriately within the receiving environment. It creates a climate in which changes in attitude, behavior, and perceptions are achieved through the sharing of knowledge and technology in a culturally appropriate way (Odenwald, 1993).

According to Munson (1992) seminars are a primary vehicle for meeting training

needs. Seminars are structured group learning experiences, involving small groups of people and providing a high degree of interaction and participation. Another name for a seminar is workshop. Workshops are seminars with the addition of a high degree of individual-application exercises. Seminars have a greater overall advantage in training. They can reach a large population of people with common needs at a low cost per capita cost (1992).

Nilson identifies on-the-job training as mostly being conducted by supervisors at the job site. Supervisors perform the function of an instructor for new employees. On-the-job training must be planned carefully because it requires the time of three people: the trainee, the supervisor, and the person conducting the training (1992). Smith and Delahaye define on-the-job training as training that is conducted at the workplace by the manager, supervisor, or a co-worker (1987). On-the-job training is skilled-based and its advantage is immediate application of learning to the job. On-the-job training has a strong emphasis on skill development. This allows the trainer to give close attention to the trainee and provide individualized feedback to the trainee immediately. On-the-job training allows the trainer flexibility in the content and pace of the training (Smith and Delahaye, 1987). According to Stokes, (1966) the immediate goal of on-the-job training is to develop skills.

Nilson identifies one-on-one training as training that is delivered to an individual employee by fellow employee (1992). Either a manager or someone close to the employee needing the training conducts the training. One-on-one training should be chosen when the trainee can benefit the most from the personal interaction with a specific trainer. When the trainer is truly excellent as a trainer and as a worker, when the training

objective must be taught and learning is clearly related to the skills of the trainee's job, or when business reasons dictate that the trainee is needed more on the job than in a classroom interacting with other employees. For on-on-one training, necessary resources are generally minimal. According to Nilson (1992) the training should be conducted from content outlines and learning objectives for each training session. The trainer should provide course materials and/or a notebook for the trainee of good quality.

Nilson identifies peer training as instruction delivered to an employee or group of employees by their fellow employees. The key characteristic of peer training is that employees have been chosen to become trainers for a short period of time to deliver training to their co-workers (1992). Peer training should be chosen when a special relationship between the trainee and the trainer can be instrumental in accomplishing the objectives of the training (1992). Peer training should be used when the training is best received from a peer rather than from management. It is important to make sure the trainers are competent and interested in being peer trainers. This will ensure the quality of the training is effective (Nilson, 1992).

Nilson defined mentoring and coaching as forms of supervised on-the-job training that focuses on an employee's departmental need and is based on a combination of the expert model and a counseling approach (1992). Mentoring and coaching is a highly personalized training approach to developing a deliberate and extended relationship between the coach/ mentor and trainee (1992). Nilson believes mentoring and coaching should be used when you have a senior or competent employee in the same field as a newer employee or an employee who you think would benefit from this type of training (1992).

Group training, according to Nilson, is most used and is the traditional method of training. It is done in a training room within the company or in a hotel auditorium/ballroom and is most effective when it is conducted well (1992). Effective group training takes place when the environment is conducive for training, the trainer is enthusiastic, and the trainees are interested and involved in the training. In group training, Nilson states the instructor can serve many trainees at once and the dynamics of the group can facilitate the learning and transfer of newly learned knowledge back to the job (1992). Group training is instructor lead and subject centered according to Nilson (1992). Warshauer (1988) identified lectures as a type of group training. Lectures can be used to communicate a large amount of information in a short period of time to a large group trainees. Demonstrations are effective additions to lectures or substitutions for them. Demonstrations increase audience participation in terms of questions, discussion, and observations according to Warshauer (1988). The above are just some of the many different types of training. This section was organized for the purpose of identifying what the research of this review determined are the most common types of training. The above information identifies for novice trainers a knowledge base for determining the available types of training.

Identifying the Need for Training

The second thing a beginning trainer should understand is the idea of a need for training. It is important for a trainer to have the ability to identify what needs are going to be met by conducting training. In identifying the need for training there are different methods of training needs assessments (TNA) to discovering problems. There are many

problems or performance gaps trainers address on a daily basis. A problem in the work environment is also referred to as a gap, a disparity, or performance curve. Typically a training intervention is needed when there is disparity between the level at which people are performing and the level managers want people to perform at, according to Patterson (2003). He views this disparity as a gap.

In looking at conducting a needs assessment, Warren (1969) identified two major requirements for conducting need assessments. First, trainers must start by defining the present performance of the proposed target group of trainees. Second, trainers must then define the performance standards of their organizations. A trainer must have a clear definition of the desired behaviors when they are defining training needs, (Warren, 1969). Warren defines behavior as an activity which can be seen and measured (1969). Tracey (1992) agrees that the most common method of identifying a problem is done through a needs assessment. Rae discussed needs assessment as being a method that consists of simple questions to find out whether the individuals know and understand the required knowledge (1997). In order for a trainer to identify the needs of a company or enterprise they should understand that programs must reflect audits and inventories of employees, personnel forecast, and must be based on real staffing (Tracey, 1992). The needs assessment must include; the plans of the enterprise, both intermediate and long range; and must be studied to determine what the organization will look like from a standpoint of size, organizational structure, skills required, products, services, and processes (Tracey, 1992).

Methods and Types of Needs Assessments

According to Robinson, there are six methods of conducting needs assessments (1994). The six methods include: 1) Individual Assessment 2) Group Assessment 3) Questionnaires and Surveys 4) System Analysis 5) Organizational or Community Records 6) and Reports (Robinson, 1994).

Individual Assessment is done through learners building their own competency models for self-development and then comparing their present situations against the models (Robinson, 1994). Group assessment involves collecting group discussion data on newsprint and hanging up the list for all to see so they can keep track of their discussion (1994). Questionnaires and surveys are data collection materials; these materials can be complex or simple (1994). System analysis is used to analyze organizations as functioning social systems according to systems criteria such as feedback flow, input/output relationships, and the relationship of systems and subsystems (1994). Organizational or community records, these types of records can identify trends or give clues to the existence of potential learning needs (1994). Nilson gives a description of a discrepancy as the gap between optimal performance and actual performance (2003).

Professional literature involves reviewing journal articles or books that raise questions or produce insights that lead directly to an increased awareness of learning needs. A review of professional literature can help identify needs in special fields or activities (Robinson, 1994). Rae outlined methods of needs assessments through observation to confirm if jobholders are following accepted sets of rules or giving accurate and complete information (1997). In skills assessment, individuals are observed to assess the job, and social and attitudinal skills of individuals (Rae, 1997). An interview

is another method of conducting needs assessment of a problem. This is done through the use of questionnaires (Rae, 1997).

Tracey (1992) identified and explained four different types of needs assessments. First, organizational needs assessments, which are micro needs, are global. They include improving productivity, building morale, and bettering competitive status. These types of needs are difficult to access, and emerge from organizational goals, objectives, and priorities. These types of needs can be used to relate training needs to goals and objectives of the organization. Further, they link organizational needs to individual employee training and development needs. Organizational needs help identify external forces affecting the organization, such as employee life styles, value systems, and economic realities (Tracey, 1992).

The second type of needs assessment, according to Tracey (1992) is group needs assessment. This type is easier to identify. Group needs assessments are related to specific job levels or categories of employees. This type of analysis leads to identifying the intervention best fit for the problem. Examples of interventions are: team building, role clarification exercises, leadership training, small group problem solving, creative problem solving, and action planning.

The third type of analysis is Individual Employee Needs Assessment. This type of assessment is easier than Organizational and Group assessments (Tracey, 1992). It is more specific and can be readily identified by analyzing the background, education, past performance, characteristics, knowledge, skills, attitude, motivation, training, and career orientation of the individual employee (Tracey, 1992). Basically the individual employee needs are identified by determining what skills, knowledge, and attitudes an employee

must develop to perform the duties and tasks of a current or future job in the organization.

The fourth type of needs assessment is job needs assessment. This type depends on the kind of job and the skills needed to perform the job requirements (Tracey, 1992).

Odiorne (1970) described task analysis as a type of needs assessment. Task analysis involves describing the present behavior and the desired behavior in specific terms, as well as the consequences of that current behavior. Oakley and Richmond (1970) stated that first stage of assessment is to scrutinize the organizational structure as it is at present and decide what amendments may be necessary to meet future developments. Next, the trainer conducting the needs assessment must create a detailed manning chart. The manning chart should be compiled giving the grades, and ages of the present labor force. The needs assessment takes into account the labor turnover in the various grades and ascertain, how far the existing staff will be able to perform the duties that they will be required to perform to achieve the company's objectives (1970). Second, according to Oakley and Richmond, trainers need to analyze the jobs to be performed and compile a job description of the purpose, scope, duties, and responsibilities of each category of work (1970). Third, under Oakley and Richmond's order for conducting a needs assessment, a trainer should create a performance assessment of existing employees and will indicate weakness which will require reinforcement through training (1970).

Nilson (2003) outlined stages of a needs assessment. First you have to find the discrepancies. A discrepancy, according to Nilson, is the gap between optimal performance and actual performance. "The training needs are based on the performance

discrepancies that can be addressed by new skills and knowledge” (Nilson, 2003, p. 212). Nilson reminds trainers that “not all discrepancies can be fixed with training” (Nilson, 2003, p. 211). Second, Nilson encourages crossing organizational boundaries. In crossing organizational boundaries the trainer conducting the needs assessment looks at every organization that is affected by the training. Crossing organizational boundaries gives the trainer a better chance of developing a network of key contact persons with a stake in the outcome of training (2003). Nilson outlines methods of circulating communication materials during the needs assessment. The methods given by Nilson are person-to-person interviews, interoffice mail, email, surveys, self-study, work observation, document reviews, job analysis, and task analysis (2003).

Conducting a needs assessment is useless if the needs assessment is not successful. Nilson (2003) provides guidelines for conducting a successful needs assessment. The guidelines for success in conducting needs assessments are:

1. Define your objectives: identify individual employees, define problems with the work process, pinpoint system confusion, find supportive data to measure training’s impact, get input to long range plans, justify budget expenditures, qualify productivity, and analyze specific intellectual or physical skills.
2. Estimate resource expenditures: establish how much time, cost of time spent in meetings, creating questioners, instruments, analyzing results, preparing documentation, and giving feedback.
3. Identify a measurement and evaluation specialist who can advise you. This person can help you design your data-gathering instruments and show you ways of documenting and presenting needs assessments results.

4. Anticipate the benefits of needs assessment in terms of positive energy for change. Be prepared to suggest new direction in program development, new avenues for communication, and new possibilities for personal growth.
5. Identify which employee groups should receive and give feedback for training. Include the employee groups who will be affected by the needs assessment.
6. Use a variety of data-gathering methods. This will help you get good numbers and honest options.
7. Start well in advance as soon as you hear about the need for training.
8. Be careful of the terminology you use. Needs assessment sounds like big spending. Use terms like design specs, up front effort, research, review of training background, verification of training problem, or cause analysis (p. 215-216).

Nilson (2003) further gives trainers and managers of training programs a checklist. This checklist will guide and help trainers make sure they cover the important areas and sections of a needs assessment. First, the general guideline for success is a framework to use while a trainer is still in the planning stage. Second, staff self-assessment readiness check is when the trainer assesses the staff requesting training to analyze their training needs in a systematic way. The third step is where to look for company wide contacts. A company wide contact is a person who can assist with your needs assessment activities. The fourth step is drivers of change. Drivers of change are memos or laws; a high-visible person or a report that drives change. The fifth step is help in finding performance discrepancies. This is when a trainer defines what the performance of employees should be from a specific driver of change; it describes current state associated with each and should be in terms of performance, the state between the desired state and the actual state

of performance, minus all solutions that are not training solutions. If training can solve discrepancies then continue with the in-depth needs assessment. The sixth step is guidelines for investigation methodology. This defines the type of methods a trainer will use to locate the problem in performance.

The seventh step is a job analysis checklist. The job analysis checklist is the basic step in designing training that will make a difference in the way work is performed. The eighth step is defining the needs assessment results. This step is the first step in planning the training; involves goals, targets, prioritized actions, measurements milestones, dates, and designation of responsibilities for implementation. The ninth step is cost benefit analysis. The cost benefit analysis is the section of the needs assessment that makes people nervous. This section makes people nervous because people believe it will take a lot of time and money in productive time away from the real work of the business. The tenth and final step in conducting a needs assessment is developing a rational for training. The rational for training is a document. The document contains a narrative text that describes and explains the trainee population, the reasons training is needed, and the nature of the training itself (Nilson, 2003).

Trainers must remember why they conduct needs assessments. The needs assessment is a product of a training need caused by a performance disparity. Needs assessments identify the disparity and help the trainer select which training intervention should be used to address the disparity. Osborne agrees that training needs exist when the gap between actual and required performance is most economically met by a training intervention (1996). A training needs assessment includes analyzing the target audience, analyzing the content that should be covered, and analyzing the organizational factors

that will impact the training (Osborne, 1996).

In preparing your needs assessment it is important to know that needs assessments are often presented as scientific, quantifiable exercises that provide data to determine the direction of actions and a basis for evaluating success and failures (Warshauer, 1988). A needs assessment, according to Warshauer, can educate managers about what training can realistically accomplish (1988). A needs assessment process can generate program ideas that uniquely represent the nature of an organization. The needs assessment process can generate ideas and examples can be used to create cases, simulations, and role plays. Trainers should also know and understand that a needs assessment process can help to identify sources of support or resistance to training (Warshauer, 1988).

How to Evaluate Training

The next thing a beginner trainer should look at is how to ensure the credibility of an evaluation. What gives a training program credibility? In order to answer this question, Anderson refers to evaluation as determining value (1993). Anderson explains that value means worth or usefulness (1993). According to the Department of Employment's, Glossary of Training Terms, (1993), evaluation attempts to measure the overall cost benefit of the course or program and not just the achievement its objectives. Evaluation emphasizes value and validation emphasizes meeting specific objectives. Training effectiveness, according to Anderson, equates to determining the effectiveness of the training event (1993). An effective evaluation takes into account two main things. First the performance outcomes, essentially in terms of performance or of meeting the training gaps, in the eyes of the organization. Second the learner's outcomes, this looks at the individual's learner's achievements (Anderson, 1993). For training to be effective,

Odenwald states training must be centered on the trainees (1993).

According to Smith and Delahaye, trainers must define measurable outcomes in areas such as trainee performance, organizational benefits and effective use of resources. Trainers must show that outcomes have been achieved in order to maintain credibility in the evaluation (1987). Margolis and Bell state that in evaluation the trainer's prime concern should be to determine what bottom line results can be directly attributed to the training (1989). Odiorne states "if a course defines its intentions as changing specific old behavior to specific new behavior and this change actually occurs, the training must be considered successful" (1970, p.182). It is important to conduct an evaluation because if the behavior the trainer sets out to change or modify is changed the training must be considered successful. The question now for a trainer is why do we need to evaluate our training? Trainers need to evaluate their programs so they can measure the effectiveness of their programs. An evaluation gives the trainer a sense of knowing if the offered training interventions fit the goals of their organization. According to Kirkpatrick, trainers need to evaluate their training first to justify the existence of the training department by showing how it contributes to the organization's objectives and goals. The second reason to evaluate training is to decide whether to continue or discontinue training. The third reason to evaluate training is to gain information on how to improve future training programs (1998).

Methods of Evaluating

In conducting an evaluation of a training program, there are several different approaches. A beginning trainer would benefit their career, as well as the organization they are employed by, if they are knowledgeable in the different methods of evaluating

training and the reasons when and why to utilize a particular type of evaluation. Osborne agrees according to his experience and research on evaluating training. According to Osborne, experienced trainers will argue that there may not be a single evaluation method that will be adequate for the assessment of training effectiveness (1996).

The first type of evaluation involves seminars, according to Munson (1992). An acceptable system for evaluating seminars is to develop a standard form, get immediate evaluations once the seminar is complete, encourage signed forms from the trainees, use the information gathered with care, secure post seminar implementation of training objectives, assign post seminar assignments, obtain superiors' completion certificates, and conduct superiors' orientation sessions (1992).

Quantitative measures include evaluation tools such as pre-test/ post-test, skills demonstrations and simulation certification (Kirkpatrick, 1998). Qualitative responses measure how participants view their own learning experience; this is done through questionnaires and interviewing (Kirkpatrick, 1998). Anderson gives a four-stage method for facilitating an analysis of evaluation/effectiveness of training, (1993). Reaction, learning, job behavior, and results are the four types of evaluation outcomes. According to Anderson, reaction is the response of the learner. Learning is the principle, facts, techniques, etc. that were learned. Job behavior is the actual behavior/ job change at the place of work. Results are the tangible benefits to reduce cost, etc. (1993). Anderson's evaluation outcomes for training are parallel to Kirkpatrick's four methods of measuring training and its effectiveness.

Margolis and Bell give a multiple baseline design for evaluating training. This involves collecting data from two or more sets of baselines (1989). There are three types

of baselines. They are behavior, or performance variables; subjects or groups; and settings or location. Behavior or performance variables deal with the concern of evaluating the affect of one intervention on two or more distinctly different employee behaviors or performance indices (1989). Subjects or groups would determine the effect of intervention on the performance variables or behavior, in two or more classifications or groups of employees. This would be used in evaluating a management-training program (1989). A baseline across settings is the third multiple baseline evaluation; it looks at the differences in the behavior and performance in employees in different settings. Margolis and Bell stated that this would not be a good evaluation for training because the difference in the settings can play a major role in the differences because it is an independent variable (1989).

When conducting evaluations of training, Kirkpatrick (1998) suggests trainers should define criteria in four areas of outcomes: reaction, learning, behavior, and result. Reaction implies evaluating how the trainees react to the training program or session and measures the satisfaction of the customer (trainee) (1998). Reaction is measured by surveys and interviews during and immediately following the training programs.

Learning is defined as the extent to which participation changes attitudes, improves knowledge, and/or increases skills as a result of attending training programs (Kirkpatrick, 1998). Learning looks at how much of the training program the trainees absorb and remember (Kirkpatrick, 1998). Learning is measured by performance or written test during and after the training sessions. But measuring learning by testing doesn't guarantee that the learning will be applied to the job (Kirkpatrick, 1995).

Kirkpatrick defines behavior as the extent to which change in behavior has

occurred because the participant attended the training program (1995). Behavior involves looking at the change in behavior for on-the-job (1995). Behavior, according to Kirkpatrick, is the most important but the hardest to measure. Measuring can be done through records of productivity, quality control, cost, and payroll. In order for a change in behavior to change, four conditions are necessary. First, the person must have a desire to change. Second, the person must know what to do and how to do it. Third, the person must work in the right climate. Fourth, the person must be rewarded for changing (Kirkpatrick, 1998).

According to Kirkpatrick, results can be defined as the final result that occurred because the participants attended the program. In results, trainers look at the performance of the organization is improvement (1995). The result is the final objectives of the training program need to be stated in these terms (1998).

Developing a Rational for Evaluation

According to Wade, there are six myths of measuring training that should be avoided when it comes to evaluating training (1994). The first myth Wade looks at is evaluation and measurement that are conducted at training's end. Wade points this out as being false because evaluation should be done before training starts, this helps to identify the measures up front and training objectives/outcomes will be clarified (1994). The program's quality will be enhanced, and the focus of the business will be assured (1994). Evaluation should also be done at the end to determine if training has had an impact on the problem it was designed to address (1984). The second myth is the results of a training effort can't be measured. Wade states that it is possible to measure the impact of a training program. Wade concludes the only things that limit your measuring capability

are creativity, time, and expense (1984). Third, Wade addresses the myth that measurement only works for skill based programs (1984). Wade disagrees with this myth because soft skills can be measured; it just involves thorough work, practice, management, and observation of the training program (1984). The fourth myth of evaluating training is; measurement is the responsibility of the training or human resources department (1984). Wade states that training is the responsibility of the training department however, evaluation is everyone's obligation. Wade states through this evaluation of the individual departments the training department can produce effective training. Management hasn't asked for measurement or evaluation is the next myth addressed by Wade. He denounces this idea by stating that training must be evaluated by the trainer in case economic hard ships fall on the company. In these types of situations the management wants to know why training departments or training staff continue to exist. Wade explains that through evaluation, a trainer or training department can validate their existence or their budget request. The readiness and availability of this information can save jobs (1984). The sixth and final myth of evaluating training it exposes individuals to more work or unnecessary criticism. Wade disputes this first by stating that this will improve a staff members reputation as well as the reputation of the department. Continuous improvement cannot continue without measurement and self-examination. Without continuous improvement through evaluation, companies will not be able to remain competitive and eventually will become obsolete (1984).

In looking at evaluations a trainer should aim to collect accurate, representative, and creditable data. The evaluation process should be an ongoing process that is done consistently throughout the needs assessment, the design, the development, and the

implementation phase of any training. Nilson (2003) concurs in the thought that in an evaluation the trainer wants to focus their evaluation so clearly that the results can easily be used to improve the training element of the operation. To do this the trainer needs to evaluate each discrete part of the training according to standards set for that part, so the process of evaluation is fair, relevant and important. (2003)

McGehee and Thayer (1965) discuss the importance of evaluation to trainers and training programs.

“Evaluation of training becomes a problem of comparing the results of one method of training verses another method. It requires establishing relationships among the experiences called training, the behavior modifications called skills, knowledge, and attitudes, and the measures of achievement of organizational goals which we accept as evidence of the degree to which these goals are reached. Evaluation of training has two major aspects. First is assessing whether or not the training results in behavior which furthers the achievement of organizational goals. Second is comparing various possible means or techniques of training to determine if anyone or combination of techniques are superior for the purpose of achieving the desired results” (McGhee & Thayer, 1965, p. 259).

In the above literature review the researcher has provided a novice trainer with information that can be applied to their work environment. The trainer is a change agent that is responsible for moving employees from one way of thinking into a new way of thinking and perceiving the importance of their job performance. The review has discussed what is training, how to identify the need for training, methods of training, how to evaluate the effectiveness of training, and some myths about training. Trainers must be

able to assess the disparity in performance and apply effective training interventions to solve the disparity that has been identified. A trainer is only as good as the knowledge they hold in the area of training.

Conclusion and Recommendations

Based on the information presented, the author of this literature review feels that beginning trainers should understand training as an opportunity to facilitate learning and change for the target audience. Learning is something that all training should be centered around. Learning can either be instructor driven or participant driven. The environment determines the method in which learning takes place. Training should be viewed as a vehicle to help employees and a company adapt to change or advances in their job descriptions. Change is good and should be viewed as something that represents growth or forward movement in an organization or company. However, change is perceived as being hard because it forces individuals to move out of their comfort zones. Change requires individuals to adapt and work harder in order to allow the change to occur. If training is successful the individuals attending the training sessions should be on their way to mastering new knowledge that will help them perform better in their positions. Their attitudes towards their duties on the job may change if training is successful.

Beginning trainers should aim to help their trainees develop confidence in their duties. If the problem is performance then the performance of the trainee will improve with the increase of confidence. Confidence plays an important role in the performance of an individual at a given task. Once individuals become comfortable and confident they perform better. Confidence is seen in the form of competence in the duties of their jobs. Competence leads to success on the job. Beginning trainers should build training that is aimed toward improving the competence of the trainee.

Novice trainers should realize the importance of identifying the purpose and need for training. Trainers address a vast number of problems. These problems each have different and individual needs to be addressed. Trainers must understand why there is a gap in the performance of employees and the performance goals set by management. Beginning trainers need to become knowledgeable in the methods of conducting a needs assessment. Experience is the best tool next to knowledge. The better equipped the trainer is with tactics of conducting needs assessments the better the training. The needs assessment is the most important part of designing training. The needs assessment allows the trainer to set goals and objectives to address the problem facing their clients. Finally trainers must make sure their training is based on the information gathered during the needs assessment. If the needs are well outlined the training will be successful.

All trainers should understand their training is only as strong as their evaluation. The evaluation allows the trainer to place a value on the training. Evaluation helps trainers explain the value or worth of their training and or employment. Evaluation puts the cost benefit into perspective for the trainees and their managers. Evaluation helps illustrate how the gap in performance was addressed. Evaluating training is an area that trainers should carefully look into, this gives the trainer a measurement to guide future training sessions. With the documentation of training, trainers have the capability to build reference databases. These databases will help trainers streamline their training styles and grow as effective trainers.

The questions asked and addressed in this research were: What is training? How do you identify the need for training? What are some methods of training? How do you evaluate the effectiveness of training? What are some of the myths of training? This

information has been provided only as a spring board for novice trainers to use to build a wealth of knowledge to enable their companies and trainers to remain competitive in their respective areas. Trainers are researchers by career choice learning should never stop for trainers because the methods for teaching continue to change with the implementation of new technology and strategies.

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